

PSYC*1000-01, Course Outline: Fall 2021

General Information

Due to the ongoing COVID-19 pandemic some courses are being offered virtually and some face to face. **This course is offered using the Face-to-Face format. The course has set day, time, and location of class, and students are required to be on campus.** Lectures, midterms, and the final exam are scheduled to take place face to face and cannot be completed remotely or virtually. For missed lectures (e.g., due to illness, the requirement to self-isolate, work, etc.), students are expected to take their own steps, such as arranging with other students to catch up on missed materials. A discussion board is available on CourseLink for students to share lecture notes, and specific questions about missed material can be brought to the instructor's office hours. For missed exams and assignments, detailed policies are listed below in the Course Policies section. [Disability-related requests for accommodation should follow standard university procedures](#), and all other requests should follow [standard academic consideration policy and procedures](#).

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the [COVID-19 Website](#) and circulated by email.

Course Title: Introduction to Psychology

Course Description: This is an introduction to the content and methods of psychology. It will cover the major areas such as neuroscience, sensation and perception, learning, cognition, motivation, human development, personality, psychopathology and its treatment, and social psychology.

Credit Weight: 0.5

Academic Department (or campus): Psychology

Semester Offering: Fall 2021

Class Schedule and Location: Tuesdays & Thursdays 10:00–11:20 AM, ROZH 104

Instructor Information

Instructor: Dan Meegan (dmeegan@uoguelph.ca)

Office hours: Tuesdays 1:00-2:00 PM. Office hours will be held virtually (linking details to-be-announced) using an open format to which students can drop-in at their convenience during this window. Should a student require one-on-one privacy, we will use a breakout room or schedule a private meeting at a different time.

GTA Information

Please contact the four TAs via email (**include all four addresses in the “To” and/or “Cc” line**) if you have questions regarding accommodations, quizzes, exams, or textbook content.

Brianna Renda (rendab@uoguelph.ca)

Oliver Twardus (otwardus@uoguelph.ca)

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Course Content

Specific Learning Outcomes:

This course focuses on seven primary intended learning outcomes. These primary outcomes will be both taught and assessed. The primary intended learning outcomes for this course are:

1. **Depth and breadth of understanding:** Demonstrates knowledge of key concepts in psychology, and integrates that knowledge across disciplinary boundaries. By the completion of this course students are expected to be able to:
 - 1.1. Identify key historical events of the field of psychology
 - 1.2. Identify, delineate and understand the core concepts of the scientific approach in psychology
 - 1.3. Identify and delineate core concepts of knowledge generation and mobilization in psychology
 - 1.4. Identify and delineate core concepts related to the biological bases of behaviour
 - 1.5. Identify and delineate core concepts and theories of child and adolescent psychological development
 - 1.6. Identify and delineate core concepts of human sensation, perception and consciousness
 - 1.7. Identify and delineate core concepts of classical, operant and observation learning
 - 1.8. Identify and delineate core concepts of encoding and retrieval of memories
 - 1.9. Identify and delineate core concepts of human cognition, including biases and heuristics
 - 1.10. Identify and delineate core concepts and theories of human motivation
 - 1.11. Identify and delineate core concepts and theories of human emotions
 - 1.12. Identify and delineate core concepts and theories pertaining to personality, including the issues raised about some theories.
 - 1.13. Identify and delineate core concepts about the influence of others on people's thoughts, emotions and behaviour
 - 1.14. Identify and delineate core concepts about commonly observed psychological disorders and treatments

2. **Inquiry and Analysis:** Ability to use a systematic process of exploring issues, objects and works in psychology through the collection and analysis of evidence that result in informed

conclusions or judgments. By the completion of this course students are expected to be able to:

- 2.1. Asks appropriate questions related to core concepts of the discipline
 - 2.2. Finds relevant evidence with a critical eye (e.g., engage in critical thinking and recognize confirmatory bias)
3. **Methodological literacy:** The ability to understand and evaluate appropriate methodologies for rigorous psychological science. By the completion of this course students are expected to be able to recognize and describe basic research methodologies commonly used in psychology (e.g., random assignment, correlational).
 4. **Sense of Historical Development:** Understanding of psychology in a modern society; its limitations and developments. By the completion of this course students are expected to be able to describe the historical context of psychological knowledge development.
 5. **Diversity competence.** A set of cognitive, affective, and behavioural skills and characteristics that support effective and appropriate interaction in diverse socio-cultural contexts. By the completion of this course students are expected to be able to identify and delineate some of the cognitive, affective, and behavioral skills that can support appropriate interaction in a variety of cultural contexts.
 6. **Reading Comprehension.** The understanding of theoretical and empirical literature in psychology. By the completion of this course students are expected to be able to read at a university level (e.g., awareness of purpose of reading, effective note taking), acquiring most information from general readings in psychology.
 7. **Integrative Communication.** A mental process that integrates existing psychological knowledge to develop and communicate new knowledge across the curriculum. By the completion of this course students are expected to be able to relate psychological concepts to one's personal experiences and interests to aid in the learning process.

Primary intended learning outcomes	How taught	How assessed
1	All lectures; in class activities; readings	Related questions on quizzes, midterm, final exam
2	Lectures 2, 3, 4, 13, 14, 21, 22 and 23 and associated in-class activities and readings	Related questions on quizzes, midterm, final exam

3	Lectures 2, 3, and 4 and associated in-class activities and readings; research experience; example studies used in lectures throughout the term	Related questions on quizzes and midterm; research participation
4	Primarily as part of lecture 2 and associated in-class activities and associated readings	Related questions on quizzes and midterm
5	Primarily as part of lectures 12, 14, 15, 16, 18, 20, and 21 and associated in-class activities and readings.	Related questions on quizzes and final exam
6	Lectures 1, 3, 4, 13 and 14 and associated in-class activities and readings	Related questions on quizzes, midterm, final exam
7	All lectures; in class activities; readings; and research experience	Applied questions on quizzes, midterm and final exam; research participation

This course also has two secondary intended learning outcomes. These secondary outcomes are assumed to have already been acquired, and as such will not comprise any significant portion of the course content. These outcomes will be assessed through related questions on quizzes, midterms and final exam, and the research experience. If you have not mastered these outcomes it is your responsibility to seek out the appropriate resources as soon as possible. The library offers workshops focused on many of these outcomes. A good starting point would be to visit the library front desk or website. These secondary intended learning outcomes for this course are:

8. **Personal Organization / Time Management.** An ability to manage several tasks at once and prioritize. Students in this course are expected to recognize the importance of planning for completion of many tasks, prioritize and complete important or urgent tasks and demonstrate personal accountability and responsibility.
9. **Ethical Reasoning** includes moral maturity; a moral sense of mind behind decision-making. Students in this course are expected to demonstrate behaviour consistent with academic integrity, recognize when something is ethically right or wrong and to reflect on personal or others' judgment and analyze reasoning or lack of reasoning regarding ethical issues.

Lecture Content:

Lectures will be coordinated with the readings. The schedule for the readings is provided below along with the schedule for the lectures. To genuinely benefit from this course and perform well on the evaluations, you must do the readings prior to attending the corresponding lecture.

You must attend all lectures and engage in active note taking while in the classroom and clean up your notes afterwards. Otherwise, your experience will be mixed.

Lectures are designed to both complement and supplement the readings. Material not covered in the readings will be presented during the lectures. Lectures are also designed to present links between the different topics we will be covering. This integration of the material is meant to help you create a more unified (and easier to remember) story for the course, to help you relate the content to your personal experiences and to think more critically about the field of psychology.

Week	Textbook modules	Quiz availability	Lecture or Exam dates	Lecture topic/ Activity
0	--	--	Sep 9	Review course outline
1	1.1, 1.2, 2.1, 2.2	Sep 10-17	Sep 14; 16	Introduction; Psychological research
2	3.2, 3.3, 3.4	Sep 17-24	Sep 21; 23	Brain & behaviour
3	4.1, 4.2	Sep 24-Oct 1	Sep 28; 30	Sensation/ Perception/ Attention
4	3.1, 6.1, 6.2	Oct 1-Oct 8	Oct 5; 7	Genetics/Evolution; Learning
5	7.1, 7.2	Oct 8-15	Oct 14 (no meeting Oct 12)	Memory
6	8.1, 8.2, 8.3, 9.2	Oct 15-22	Oct 19; 21	Thought; Language/ intelligence
7	14.2	Oct 22-29	Oct 26; 28	MIDTERM EXAM; Stress & health
8	10.1, 10.2, 11.1	Oct 29-Nov 5	Nov 2; 4	Development; Motivation/ Hunger
9	11.4, 12.1, 12.3	Nov 5-12	Nov 9; 11	Emotion; Personality
10	13.1, 13.2, 13.3	Nov 12-19	Nov 16; 18	Social psychology

11	15.1, 15.3	Nov 19-26	Nov 23; 25	Psychological disorders
12	16.2, 16.3	Nov 26-Dec 3	Nov 30; Dec 2	Therapy
Finals	--	--	Dec 15 (8:30-10:30 AM)	FINAL EXAM

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Quizzes	See <i>Quiz Availability</i> schedule above	20%	1, 2, 3, 4, 5, 6, 7
Midterm Exam	Oct 26	38%	1, 2, 3, 4, 6, 7
Research Participation	Must be completed by last day of classes	3%	3, 7
Final Exam	Dec 15	39%	1, 2, 5, 6, 7

Additional Notes (if required):

Quizzes:

- There are two goals to the quiz component of the course: (1) to motivate you to keep up with the textbook readings, and (2) to enhance your learning and better prepare you for the exams (see the *testing effect* in Module 7.2 of the textbook).
- There will be one quiz per week for a total of 12 quizzes. Each quiz will be available on Courselink for an 8-day period beginning on a Friday (see schedule above).
- Your grade will be based on your best 10 of 12 quiz grades, with each of these 10 quizzes contributing 2% to your final grade.
- Each quiz is comprised of 15 multiple choice questions that are specific to the textbook content (i.e., not on lecture content). You will have 20 minutes to take each quiz and you will have only one opportunity to take it.
- If you are registered with Student Accessibility Services, and you are normally granted extra time to complete timed assignments, then you should email the TAs (and CC your SAS advisor) to request extra time for quizzes.
- If you had technical difficulties that affected your ability to complete a quiz, please contact the TAs via email.
- For security reasons, feedback about your quiz performance is quite limited. You will, however, be able to review the questions you got incorrect on each quiz at the end of the quiz. Our apologies for this annoying but necessary limitation.
- If you wish to test yourself while learning textbook content, the Revel web environment that comes bundled with the textbook provides valuable options (more information below).

- Your quiz grade will not appear at the Courselink Grades page until the end of the quiz period even if you take the quiz before the end. You can see a quiz grade at any time, though, at the Quizzes page.

Exams:

- The Midterm and Final exams will be comprised of multiple choice questions on material covered in the lectures and textbook. The Midterm exam covers all material reviewed between Sep 14 and Oct 21 (Weeks 1 - 6), and the Final exam covers all material reviewed between Oct 28 and Dec 2 (Weeks 7 - 12).
- Study Guides for both exams will be made available in the Exam Preparation folder of the Courselink site.
- If you are unable to attend the Midterm exam as scheduled because of medical or compassionate reasons, you must contact the TAs regarding your situation; no other excuses (e.g., other exams the same day, travel plans, etc.) will be accepted for missing the exam. If you are unable to attend the Final exam as scheduled, you must request deferred privileges.

Study strategy & advice:

The best strategy for success in this course is as follows:

1. Read the assigned modules before we discuss them in lecture (see schedule above).
2. Take the quiz for that week while the information is fresh in your mind.
3. Take all 12 quizzes instead of the required 10.
4. Attend lectures, pay attention, and take notes.
5. As an exam approaches, use the Study Guide to guide your studying.

Research participation:

Much university-based psychological research is conducted with the participation of students in first year courses. It is believed that such participation can help you understand the nature of psychological research in a more meaningful way than you could from attending lectures and reading the textbook. To find out how to participate in a research study, go to the Research Participation folder of the Courselink site and view the Research Participation Handout. Although your participation in a research study is encouraged, it is not required. If you decide not to participate, or if no studies are available, then you have the option of doing written assignments to fulfill the research participation component of the evaluation. Instructions for how to do the written assignments can be found in the Research Participation folder of the Courselink site.

Course Resources**Required Texts:**

[*An Introduction to Psychological Science \(Third Canadian Edition\), by Krause, Corts, & Smith*](#)

Other Resources:

Please visit regularly the course website at [Courselink](#) to obtain important information and materials for this course (e.g., instructions for assignments, lecture slides).

REVEL is an OPTIONAL online resource that you can purchase with your textbook to help you learn the content. It is optional; none of it is required to earn grades for this course. You can find more information by watching this [closed caption video](#) created by the book publisher. To access REVEL for this course, go to: [REVEL](#) and sign into your Pearson Account or create one. Next, redeem your access code or purchase instant access online.

Course Policies

Grading Policies

Please consult the university's [Grading Procedure](#).

A grade of 0 will be assigned for non-completion of any assignment or examination when scheduled unless there are documented medical or compassionate reasons. See university policy below for academic consideration because of illness or compassionate reasons.

The procedure for grading along with other important grading information for the research experience is available in the research experience instructions posted on the course website. Please also note that work submitted for grades may be screened electronically for academic misconduct, including breaches of academic integrity and plagiarism. In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

The last date to submit any materials for evaluation for this course is the last day before the final exam period starts, except for the final exam, which will be conducted during the final exam period.

Policy on missed classes and exams

All of the information related to the logistical and administrative components of this course will be communicated during class time. If you miss a class, it is your responsibility to make contact with a fellow student and catch up on what you missed, regardless of whether the absence was justified or not.

If you miss an evaluation (e.g., exam, due date for an assignment) you may wish to seek academic consideration for your absence (e.g., if you believe your absence qualifies for medical or compassionate reasons). Please contact the TAs as soon as possible if you miss an exam or a due date.

Any documentation provided (e.g., doctor's notes) may be verified by different means, including calling the doctor's office for confirmation. See the undergraduate calendar for detailed information on regulations and procedures for Academic Consideration.

Policy regarding use of electronic devices and recording of lectures:

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

Policy regarding materials provided by instructor and his designates

The material shared by the course instructor or by his designate (e.g., TA) as part of this course, including copies of the lecture slides, are solely for the personal use of the authorized registered student for the duration of the course and may NOT be reproduced, or transmitted to others, whether it is in their original format or a modified version, without the express written consent of the course instructor.

Policy on emails

Only questions that can be answered simply, for example by yes or no or with a short sentence, will be answered by email. For longer answers you will most likely receive an email asking you to come and see me.

Emails will usually be answered within 24 to 48 hours during weekdays. It is possible that some emails that are not from a university address (e.g., @hotmail.com) may be treated as spam. So do not hesitate to come and see one of us if your email was not answered. The university expects you to check your U of Guelph email account regularly and us to use it to communicate with you.

Policy regarding exam copies

Copies of the exam are loaned to registered students for the duration of the examination only. They remain the property of the course instructor and the University at all times. All copies must be returned to the instructor or his designate (e.g., Teaching Assistant) at the end of the corresponding examination time. They cannot be removed from the examination room under any circumstances by anyone other than the instructor or his designates. All material contained in the exams is copyrighted, and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

University Policies**Illness**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g.. final exam or major assignment).

Current safety protocols:

- [Return to Campuses - Preparing for Your Safe Return](#)
- [Return to Campuses - Classroom Spaces](#)

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course coordinator in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for academic consideration.

Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

Academic Misconduct:

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar: [Academic Misconduct Policy](#)

Accessibility:

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email accessibility@uoguelph.ca or see the website: [Student Accessibility Services Website](#)

Course Evaluation Information:

Please refer to the [Course and Instructor Evaluation Website](#) .

Drop date:

The last date to drop one-semester courses, without academic penalty, is **Dec. 03, 2021**. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#)

Instructors must provide [meaningful and constructive feedback, at minimum 20% of the final course grade, prior to the 40th class day](#). For courses which are of shorter duration, 20% of the final grade must be provided two-thirds of the way through the course.

[Current Undergraduate Calendar](#)